

THORNTOWN ELEMENTARY  
PL 221 TEAM MEMBERS

|                    |                             |
|--------------------|-----------------------------|
| Pam Taylor         | Principal                   |
| Abbie Hayden       | Assistant Principal/Parent  |
| Kelsey Haney       | Primary Teacher             |
| Ruby Grinstead     | Primary Teacher             |
| Michelle Martin    | Primary Teacher             |
| Briana Wagner      | Primary Teacher             |
| Aimee Collins      | Intermediate Teacher/Parent |
| Kristie Ballentine | Intermediate Teacher/Parent |
| Katrina Olson      | Intermediate Teacher        |
| Julie Lester       | G/T Teacher                 |
| Cindy Johnson      | Secretary                   |

Thorntown Elementary School  
 School Improvement Plan  
 Public Law 221

Table of Contents

|   |       |
|---|-------|
| Team Members  | 1     |
| School Improvement Plan   | 4     |
| I.    Introduction  | 4     |
| A.    Narrative Description of School, Community, and Educational Programs  | 4     |
| B.    Curriculum- Description and Location  | 7     |
| C.    Assessments of Student Achievement-ISTEP+ and Other Assessment Strategies   | 7     |
| II.   Statement of Vision, Mission, and Beliefs   | 9     |
| A.    Western Boone Vision Statement  | 9     |
| B.    Western Boone Mission Statement   | 9     |
| C.    Thorntown Elementary Mission Statement  | 10    |
| D.    Core Value Statements   | 10    |
| E.    Corporation Goals   | 10    |
| III.  Summary of Data, derived from an Assessment of the Current Status of Educational Programming                              | 11    |
| A.    Graph One-Graph Four  | 11-14 |
| B.    Data Related to Other Performance Indicators  | 12    |
| IV.   Conclusions about the Educational Programming Derived from an Assessment of the Current Status of Educational Programming | 14    |
| A.    Curriculum - Indiana Academic Standards   | 14    |
| B.    Instruction that supports the Achievement of Indiana Academic Standards   | 14    |
| C.    Assessments of Student Achievement- ISTEP+ and Other Assessment Strategies  | 20    |
| D.    Parental Participation in the School  | 20    |
| E.    Technology as a Learning Tool   | 21    |
| F.    Safe and Disciplined Learning Environment   | 23    |
| G.    Professional Development  | 24    |
| V.    Student Achievement Objectives/Goals  | 26    |
| A.    Attendance Rate Goals and Objectives  | 26    |
| B.    Percentage of Students Meeting ISTEP Standards  | 27    |
| VI.   Area where Improvement is needed immediately: Reading/Math  | 30    |

|       |   |    |
|-------|---|----|
| VII.  | Benchmarks for Progress   | 29 |
| VIII. | Proposed Interventions Based on School Improvement  | 30 |
| A.    | Brief Narrative of Interventions  | 30 |
| B.    | Interventions to Be Made Pending Availability of Funds  | 30 |
| IX.   | Professional Development Coordinated with Proposed Interventions that supports Sustainable School Improvement Efforts | 30 |
| A.    | Cultural Competency Definition  | 31 |
| X.    | Statutes and Rules to be Waived   | 32 |
| XI.   | Three Year Time Line for Improvement, Review and Revision   | 32 |
| XII.  | School Improvement Action Plan 2016-2017  | 35 |

**Thorntown Elementary School  
School Improvement Plan  
Prepared in Compliance with  
Public Law 221**

This school improvement plan has been reviewed and revised on behalf of Thorntown Elementary School. It was prepared under the leadership of the building principal and assistant principal working in cooperation with the school improvement committee appointed in compliance with Indiana Public Law 221. The original plan was structured using the guidelines provided in rules approved by the Indiana State Board of Education. The first plan covered a three-year period dating from 2002-2005. The plan is reviewed yearly.

This document reflects the new PL 221 Plan which is required by the Indiana Department of Education. For our school to be considered for state accreditation, our school must submit timely information regarding legal standards and relevant data regarding school improvement planning and student achievement. This plan will be submitted to the state as a three-year plan, with our school updating and reviewing each year between 2015 – 2018.

The PL 221 committee is currently made up of 7 classroom teachers, the school secretary, the gifted/talented teacher, and two administrators. The PL 221 Committee and the PL 221 Plan continue to strive for excellence and continuous improvement in student achievement at Thorntown Elementary. This plan is a working document to the community as to how those of us at Thorntown Elementary expect to fulfill that commitment in the coming years.

**I. Introduction**

**A. Narrative Description of the School, Community, and Educational Program**

Thorntown Elementary School is in the town of Thorntown, Boone County, Indiana. The school dates to the late 1800's. A display of former graduating classes dating back to the 1890's in the school entrance reminds students and community of the rich heritage this school has provided for this community. Thorntown is located in the northwest corner of Boone County, and Boone County is adjacent to the northwest corner of Marion County, Indiana. This relatively close, but somewhat isolated location provides the Thorntown community with a significant rural influence while still having close proximity to the metropolitan area. Interstate-65 runs north and south through the middle of our district providing easy driving routes of equal distance between Indianapolis and Lafayette as one looks at a map. Therefore, we have many parents who are able to work in one of these two large cities.

The school property forms the southern boundary of the town limits. It is located next to the town park. The present school building served as Thorntown High School from 1954 to 1974. In 1975 Thorntown High School consolidated with Granville Wells High School to form Western Boone Jr.-Sr. High School. In 1988 the present school was enlarged to add classrooms and a media center. In 1995 another major renovation occurred. During this renovation air conditioning, a media retrieval system, office space and mechanical updates were completed.

In the spring of 2007 our corporation reviewed our strategic plan. Part of that process included, "A Study of the Community and Student Demographics for the Western Boone County Community School District." The study was prepared for the Board of School Trustees and Superintendent. It was compiled and completed by Dr. Robert L. Boyd, Department of Educational Leadership, Indiana State University in June of 2007.

As a result of strategic planning and the demographic study, our school approved bids for a 30-million-dollar renovation project in our corporation. Of that 30-million-dollar project,

approximately 5 million was spent at Thorntown Elementary School. Updates to the building included the renovation of all classrooms featuring new casework, carpeting, and wall covering. A new cafeteria and kitchen were added to the existing building. Other renovated areas included the art room, special needs classrooms, locker rooms and restrooms. Classroom technology additions include Smart Boards and classroom amplification systems in all teaching areas. New HVAC units were installed in the classrooms and hallways. New security features included security cameras, electronic door access as well as a secure front entrance, which allows monitoring of all visitors to the building. New playground equipment was installed. Site features included reconfiguring the east parking lot to allow new arrival/dismissal procedures that separate the car riders from the bus riders and the walkers. All of the completed renovations have resulted in a structure that ensures a safe, comfortable learning environment where teaching and learning are the primary focus. During the summer of 2017 additional renovations were completed. The main office was renovated to further enhance the secure entrance to our school. Our media center was updated to provide a collaborative space for grade level instruction.

The School Board is committed to supporting and providing resources to maintain and improve the physical facilities at Thorntown Elementary School. This continues through capital projects expenditures. The town continues to support and value the presence of the elementary school in town.

Thorntown Elementary is one of two PK-6 schools in the Western Boone County Community School Corporation. Thorntown currently serves 475 students from the three townships of Sugar Creek, Washington and Clinton, the school being in Sugar Creek Township. Students attending Thorntown Elementary are primarily Caucasian, English speaking learners. The socioeconomic level of attending students falls in the middle to lower class with an average of 38.1% of students receiving textbook assistance and free/reduced lunches. The school began a breakfast program in November of 2000 that is available to all students. We average about 20% of our students taking advantage of this program. In 2006, we implemented a pre-school program that is available to local four-year old students. We currently have 25 students enrolled in this program.

Our staff consists of: 20 classroom teachers; 2 special education teachers; 1 music teacher; 1 technology integration coach; .5 art teacher; .3 speech teacher; .25 G/T teacher; 1 nurse; 2 administrators; 2 secretaries; 7 cafeteria workers; 4 custodians; 14 instructional assistants; and 9 bus drivers. The school's licensed teachers and support staff members pride themselves on continual improvement. The school is committed to providing an exemplary education for students; one that aligns with Indiana's Academic Standards, as well as the transition to the Common Core State Standards. Thorntown Elementary has been a school leader in implementing programs that aid and support our students' needs. Thorntown is a Title I school. The Title I program works with classroom teachers to provide small group and individualized literacy and math instruction for at-risk students. In May of 2017 we were notified that our application for schoolwide title services was approved. Other special services include speech and language instruction, physical therapy and occupational therapy.

In February of 2008 we received confirmation that we made Four Star school status using the 2006-2007 ISTEP+ scores. For the 2007-08 year all subgroups met Adequate Yearly Progress (AYP) and we were named an exemplary school using these scores. 2008 Fall ISTEP Scores indicated a decrease of 1.1% in our overall scores from the previous years. Our biggest drop came in 4<sup>th</sup> grade math and language arts. This is a significant indicator resulting in Thorntown Elementary School being placed on Academic Watch. Due to the change to spring testing in 2009,

AYP was not calculated for 2009. In the spring of 2010, we were notified that Thorntown Elementary had received a Blue Ribbon Nomination. The application process was satisfactorily completed. Official notification from the US Department of Education was received in September 2010. 2010 AYP results indicated that all subgroups met AYP. 2010-11 Spring ISTEP+ scores indicated a mix of growth as well as areas of concern. The 2010-11 data indicates that we saw tremendous growth in our 4<sup>th</sup> grade population. This grade level was the only one that exceeded 80% passing in both areas. A significant decrease was noted in our 5<sup>th</sup> grade English/Language Arts scores. We will also concentrate on improving the percentage of our students who are passing both parts of the ISTEP. Growth Model data became available in September 2010. Thorntown Elementary fell in the high growth, high achieving quadrant. Growth Model Data from the 2010-11 school year showed Thorntown in the higher growth/higher achievement category in English/Language Arts and Math. The 2011-12 AYP data indicated that we met the benchmark in 15 of 17 categories. Areas of concern were the free/reduced population in the areas of math and E/LA. This was an area of focus during the 2011-12 school year. This data placed Thorntown Elementary School in the PL 221 category of commendable.

The 2012-13 ISTEP+ data showed that we did not meet our goal to meet or exceed the state average in all areas. The state average was not met in English/language arts at grades 4 and 5. These passing rates also fell below an 80% passing rate. Our school goals will continue to reflect a passing rate that meets or exceeds state averages. We celebrate a 100% passing rate on the IREAD3. We have maintained our "A" letter grade. Growth model data reveals that we are in the high growth, high achievement quadrant.

The 2013-14 ISTEP+ data indicated that only one area prevented us from meeting our goal to meet or exceed the state averages in all areas. Our 3<sup>rd</sup> grade E/LA scores did not meet the state average (83.6%). The passing rate of 79.5% also fell below the desired 80% passing rate. We maintained an "A" letter grade.

During the 2014-15 school year we were notified that we did not meet the annual measurable objective established for us as a Title 1 school. This identified us as a Focus-Targeted school. The passing rate of our white student subgroup did not meet the annual measurable objective established by the state. Our passing rate was 0.860, which fell just below the target score of 0.87. Thorntown Elementary addressed the requirements mandated by the state, which included notifying parents of the Focus-Targeted School designation as well as reviewing our school improvement plan to ensure that this subgroup of students was receiving the necessary interventions.

The 2014-15 ISTEP+ results showed a decrease in achievement that was anticipated due to the move to an updated assessment to meet the College and Career Standards. Thorntown Elementary saw a decrease in achievement at most grade levels as well as low growth. The Indiana Department of Education and the State Board of Education agreed to hold schools harmless by removing growth data from the teacher evaluations as well as establishing a formula to address school letter grades. Our school was able to maintain the "A" letter grade that was achieved the previous three years. Our school responded to the 2014-15 test results to ensure that our students are prepared for the 2015-16 administration of the test. Our school did not meet the goal of achieving state average in 4 areas. Third grade E/LA (62/62.6) and math (73/73.2) both fell slightly below the state average. 4<sup>th</sup> grade math (65/65.2) also fell just below the state average. 6<sup>th</sup> grade E/LA (56/65.8) was the greatest concern with our school falling significantly below the state average. Our school met the state average with percent passing both parts of the assessment at all grade levels except 6th grade (50.0/53.0).

The 2015-16 ISTEP+ results showed that we met or surpassed the state average in all areas in grades 3-6 in math. All grade levels met or exceeded the state average in English except our 4<sup>th</sup> grade who missed the target by .03%. Preliminary letter grades released in 11/2016 indicated that Thorntown Elementary received a B. Our passing rate in grades 3-6 in English/Language Arts was 70.8%. We achieved a passing rate of 72% in math. Both rates exceed the state average. In English/Language Arts the top 75% growth was 95.3% with the bottom 25% at 92.1%. In math, our top 75% growth was 84.2%, the bottom 25% growth was 84.6%. We are pleased with the growth of our students. Our goal must be to increase the passing rate of students in both English/Language Arts and math.

The 2016-17 ISTEP+ results show that we met or exceeded the state average passing rate in E/LA in grades 3-6. All grades level met or surpassed the state average in math except our 5<sup>th</sup> grade students. They achieved a passing rate of 53% as compared to the state average of 64%. Our overall rate of students passing both parts is 59.5%. This surpassed the state average of 54.1% but is a decrease from our 62.3% passing both parts in 2015-16. Results indicated that our school wide letter grade fell to a “C”. Our action plan and goals will address steps to improve this grade.

The 2017-18 ISTEP+ results show that we met or exceeded the state average passing in all grade levels in both E/LA and math. We met the desired 2% increase in passing rate in ELA in grades 3 and 5. We met this goal in math in grades 3 and 5. 4<sup>th</sup> grade was close with a 1% increase. Increasing our passing rates will continue to be a goal. Results indicated that our school wide letter grade grew to a “B”.

The school is dedicated and committed to educational practices that are research based to improve student achievement. We pride ourselves in being the best we can be. We encourage our parents and community to take an active part in the education of our students. We will continue to work tirelessly to meet the needs of all children.

## **B. Curriculum – Description and Location**

The Thorntown Elementary School curriculum is based on and aligned with the standards adopted by the Indiana State Board of Education. Teachers, staff, and resource personnel at Thorntown Elementary, under the direction of the building principal and assistant principal, implement and supplement the curriculum using a selection of instructional programs and practices. Such programs and practices include, but are not limited to, Shurley Language, Go Math, Balanced Literacy Instruction, Writer’s Workshop, and Accelerated Reader. Supplemental assessments include NWEA-MAP at grades K-6. Student services including special education, Title I reading and math remediation, gifted and talented programming, speech and language, DARE, and Social Health classes help to support and enrich the curriculum. Thorntown Elementary School provides early literacy for four-year old children through our preschool program. The preschool curriculum is based on the Foundations for Preschool and Early Literacy standards developed by the state of Indiana. Students in grades K-6 participate in art, music, physical education, and technology classes. Band is offered to sixth grade students.

## **C. Assessments of Student Achievement – ILEARN and Other Assessment Strategies**

**1) ILEARN** – Grades 3 through 6 participate in Indiana's summative assessment given in a single testing window in the spring. This test measures:

- a) to what extent an individual student has mastered the Indiana State

Academic Standards in the English/Language Arts, Science, Social Studies and Mathematics content areas;

- b) to what extent the students in an individual classroom, school, and corporation, as a group, are attaining mastery of the Indiana State Academic Standards; and
- c) how a student's performance in an individual classroom, school, or corporation compares to the Indiana Academic Standards established by State Board of Education.

## **2) Assessment – titles and descriptions of assessment instruments**

**NWEA-MAP testing** is utilized 3 times per year. Measures of Academic Progress (MAP) creates a personalized assessment experience by adapting to each student's learning level-precisely measuring student progress and growth of each individual student. MAP will provide essential information about what each student knows and is ready to learn.

### **Progress Monitoring**

As a schoolwide Title 1 school, Thorntown Elementary observes a daily Success Period for each grade from 1<sup>st</sup> through 6<sup>th</sup>. This time is intended to support all learners with personalized learning goals. During Success Period, students who have been identified as performing below grade level on MAP will participate in intervention groups to address their math and/or literacy needs. Progress is monitored through local assessments. Students not making adequate progress through Success Period efforts will be referred to the RTI team. A more specific intervention plan will be developed for individual students. These plans are monitored every 2 weeks and revised on an 8-week cycle.

**Accelerated Reading** – This computer-based program is designed to test student comprehension levels in grades 1-6.

**ISTAR-** The Indiana assessment system includes an alternate assessment component, the Indiana Standards Tool for Alternate Reporting (ISTAR). Students who perform significantly below grade-level may have personal learning goals that cannot be adequately measured with a grade-level standardized test. ISTAR is the measure of accountability for the progress of these individual students within Indiana's assessment system. **In the spring of 2019 ISTAR will move to the IAM assessment.**

**Multidisciplinary Team** - an interdisciplinary team of staff members that provides a systemic approach to the prevention, identification, referral, intervention, support and follow-up procedures affecting students whose academic and/or behavior concerns interfere with their education. When student testing has been requested by the parent or teacher, an M-Team meeting takes place with all related school personnel to review achievement data to confirm, or deny, the request for further testing.

**Grade Cards** – Teacher driven assessment recorded each nine weeks in areas of reading, math, language, spelling, social studies, science, health, and attendance. Communication between parents and teachers is encouraged with the opportunity for comments and responses.

**Mid-Term Reports** –Harmony family access allows parents to monitor student grades at all times. Mid-term reports are no longer sent to the parents due to this online access.

**Attendance Reports** – teacher recorded attendance available in our Harmony Student Information System for each student, each class, each grade level and school total percentage for the nine weeks, semester and year end reports.



**3) Boone – Clinton-Northwest Hendricks Joint Services – Special Education Cooperative** offering support services and diagnostic assessments for children who struggle to meet academic performance standards.

**Achievement, Ability and Behavioral Assessments**

- Achievement Test (WJ III)
- Behavioral Assessment System for Children (BASC)
- Differential Ability Scale (DAS)
- Vineland Adaptation Behavior Scales
- Wechler Individual Achievement Test (WIAT II)
- Wechler Intelligence Scale for Children (WISC III)
- Woodcock Johnson Psychological Educational Assessment Battery
- Woodcock Munoz Language Survey – English Form

**4) Speech Pathology**

- Articulation and language test
- Clinical Evaluation of Language Fundamentals (CELF III)
- Goldmen-Fristoe Articulation
- Hearing Screening
- Peabody Picture Vocabulary Test (PPBT)
- Photo Articulation Test (PAT)
- Test of Language Development (TOLD)

**5) Health Related Areas**

**Medical records** – student medical records are kept and updated as needed by the School RN. Emphasis is placed on shot records being maintained in compliance with state mandates.

**Vision Screening** – This screening is done for every kindergarten, first, third and fifth grade student. This screening is also done for anyone referred for testing.

**Hearing Screening**-This screening is done for every kindergarten, first, and fourth grade student. Screening is done on all new students. This screening is also done for anyone referred for testing.

**II. STATEMENT OF VISION, MISSION, AND BELIEFS**

**VISION STATEMENT**

We will be a progressive school community dedicated to excellence in education, holding high expectations for students and staff, and committing our resources and energies toward continuous improvement.

**MISSION STATEMENT**

We are a partnership of school and community that serves diverse educational needs by providing a safe learning environment that is innovative, competitive, a builder of self-worth, inspiring and fun!

## **THORNTOWN MISSION STATEMENT**

We are a partnership of school and community that serves educational needs by providing a learning environment that is innovative, competitive, a builder of self-worth and fun!

## **CORE VALUE STATEMENTS**

- We Value High Quality Instruction
- We Value Student Achievement and Maximizing Student Potential
- We Value Environments Conducive to Learning
- We Value Opportunities for all Students, Developing Well-Rounded Students

## **2018-2019 DISTRICT GOALS**

**1. Teaching and Learning** – Student success is the product of continual improvement in educational practices.

\* We will provide teachers a minimum of 3 required ILEARN PD/information sessions prior to the administration of ILEARN in the spring.

\* We will define and employ consistent expectations for effective instructional practices.

**2. Staff Growth and Development** – The health and well-being of staff in conjunction with professional learning opportunities aimed at improving instruction are the foundations for student success.

\* We will improve instructional practices with the use of existing PD opportunities, eLearning Days, student achievement data, and quality feedback via the implementation of a new staff assessment tool.

\* We will attract and retain quality teachers by implementing a corporation mentoring program and exploring additional incentives and benefits.

**3. Safe and Healthy Environment** – Academic success begins with a safe and secure learning environment where students feel valued.

\* We will utilize the corporation safety committee to evaluate current safety procedures and ensure a safe environment for our students.

\* We will support the overall wellness of the whole student through school-based and community services.

**4. Community Engagement** – A strong and healthy relationship between Western Boone County Community School Corporation and the surrounding community is essential to student success and community growth.

\* We will enhance communication strategies with all stakeholders when promoting activities at all buildings.

\* We will effectively connect students with community outreach opportunities.

\* We will continue to form partnerships and create vocational opportunities with local businesses.

### III. Summary of Data, derived from an Assessment of the Current Status of Educational Programming

#### Graph One- ISTEP Results

#### THORNTOWN ELEMENTARY SCHOOL ISTEP % Passing

|                   | 3rd | 4th | 5th | 6th |
|-------------------|-----|-----|-----|-----|
| Math              | 78  | 72  | 87  | 57  |
| State Average     | 59  | 60  | 66  | 58  |
| Special Education | **  | 46  | 70  | 15  |
| Free/Reduced      | 76  | 68  | 74  | 41  |
| Boys              | 79  | 69  | 88  | 48  |
| Girls             | 72  | 74  | 85  | 65  |
| Eng./LA           | 76  | 68  | 72  | 68  |
| State Average     | 67  | 63  | 60  | 65  |
| Special Education | **  | 31  | 30  | 23  |
| Free/Reduced      | 71  | 59  | 63  | 55  |
| Boys              | 74  | 53  | 68  | 59  |
| Girls             | 76  | 79  | 78  | 77  |
| Sci.4,6/ SS 5     | N/A | 68  | 79  | 51  |
| State Average     | N/A | 56  | 54  | 56  |
| Special Education | N/A | 62  | 70  | 23  |
| Free/Reduced      | N/A | 68  | 67  | 32  |
| Boys              | N/A | 66  | 76  | 44  |
| Girls             | N/A | 69  | 81  | 58  |

**\*\* Value not computed for fewer than 10 students**

The goal established for the 2017-18 school year was to meet or exceed the state average passing rate in all areas assessed at all grade levels. We achieved this goal in math at all grade levels. We met this goal in grades 3, 4 and 5 in E/LA. We are pleased with this performance.

Our student performance this year resulted in improvement to a school wide “B” grade. We included an increase in passing rate as part of our goals for the 2017-18 school year. The 2% desired increase was noted in four of the eight grade levels again this year. To address increasing passing rates with our subgroups we have implemented an inclusionary model with our special needs student. A 30-minute success period will be implemented to address the individual needs of all students. Details of these instructional models are described in further detail in another section of this document.

The 2017-18 Federal Accountability Report Card indicated an overall grade of “B”. Data from the following subgroups was reported:

|                    |   |
|--------------------|---|
| White              | B |
| Free/reduced lunch | B |
| Special Education  | C |

Following the summer retest our school achieved a passing rate of 95% on the IREAD3 assessment. We congratulate our teachers and students on achieving this goal.

Accountability of our teachers in grades K-2 is reflected through teacher SLOs (Student Learning Objectives). These SLOs are developed using our Fall Map Reading data and the Western Boone SLO Framework. For a teacher to be rated effective, he/she must have all students who start the year at high and middle levels of proficiency, as well as 70% or more of the lower performing students achieve mastery. Mastery is defined as meeting the end of year national norms on MAP. In addition, teachers must have a minimum of 70% of the lower performing students achieve their projected growth target on MAP. During the 2017-2018 school year, 86% of students in grade K-2 achieved mastery. Ninety percent of our targeted students achieved their projected growth target. We celebrate this success and continue to revise our efforts to meet the needs of all students.

#### **B. Data Related to other Performance Indicators**

In addition to the formal assessments used at Thorntown Elementary, great emphasis is placed on mid-term (mid-point of each grading period) and the nine-week teacher assessment, via report cards that measure and record student growth and improvement. Each student receives a written report that is shared with parents. The staff regards the classroom work as equally important as test data.

Our corporation continues to use the web site called Harmony. This program allows parents secure access to limited information contained in the school’s Student Management System. This program allows parents to see important information that is specific to their child’s performance and conduct in class, grades, and attendance. This program also allows parents to communicate with school staff via email.

#### **Graph Two: Teacher Data for Thorntown Elementary School from 2003 –2016**

##### **Teacher Data (DOE CE/CP)**

| Year    | Teachers<br>(Full Time Equiv) | Average<br>Age | Average<br>Experience | Average<br>Salary | Average<br>Supplemental<br>Salary | Students<br>per Teacher |
|---------|-------------------------------|----------------|-----------------------|-------------------|-----------------------------------|-------------------------|
| 2004-05 | 27.6                          | 44.3           | 13.9                  | \$42,340          | \$133                             | 15.8                    |
| 2005-06 | 26.5                          | 44.7           | 14.3                  | \$43,988          | \$245                             | 17.1                    |
| 2006-07 | 26.6                          | 44.5           | 13.7                  | \$44,324          | \$138                             | 17.1                    |
| 2007-08 | 26.2                          | 46.0           | 14.9                  | \$45,591          | \$171                             | 16.9                    |
| 2008-09 | 24.7                          | 45.0           | 14.4                  | \$46,234          | \$211                             | 18.1                    |
| 2009-10 | 26.7                          | 45.3           | 14.7                  | \$46,184          | \$170                             | 17.1                    |
| 2010-11 |                               |                |                       | \$45,438          |                                   | 21.6                    |
| 2011-12 |                               |                |                       | \$47,735          |                                   | 20.0                    |
| 2012-13 | 30.0                          |                |                       |                   |                                   | 20.0                    |
| 2013-14 | 28.0                          |                |                       |                   |                                   | 20.0                    |
| 2014-15 | 28.0                          |                |                       |                   |                                   | 24.0                    |
| 2015-16 | 25.0                          |                |                       |                   |                                   | 18.20                   |
| 2016-17 | 23.0                          |                |                       |                   |                                   | 18.47                   |

The teaching staff is closely involved with student performance. Thorntown Elementary is pleased to have a teaching staff that blends youth and experience. We are noting an increase in our student per teacher ratio at our intermediate grades (4-6).

### Graph Three - Enrollment Data

#### THORNTOWN ELEMENTARY (PREKINDERGARTEN THRU GRADE 6)

| Year | Enrollment   | Difference |
|------|--------------|------------|
| 2004 | 434          | -28        |
| 2005 | 453          | +19        |
| 2006 | 456          | +3         |
| 2007 | 459 w/ pre-K | +3         |
| 2008 | 459 w/ pre-K | +3         |
| 2009 | 470w/ pre-K  | +11        |
| 2010 | 457w/ pre-K  | -13        |
| 2011 | 407w/ pre-K  | -50        |
| 2012 | 420 w/ pre-K | +20        |
| 2013 | 427 w/ pre-K | +7         |
| 2014 | 434 w/ pre-K | +7         |
| 2015 | 433 w/ pre-K | -1         |
| 2016 | 437 w/ pre-K | +4         |
| 2017 | 450 w/pre-K  | +13        |
| 2018 | 475 w/pre-K  | +25        |

Thorntown noted an increase in enrollment. We have several students who request inner-school transfers based primarily on their location in the district with their home being close to the Thorntown School. We have also noted an increase in the families requesting enrollment in our school based on the open enrollment guidelines established by the state. Affordable housing continues to be an issue that impacts our enrollment. The lack of employment opportunities in the area is another factor. The current enrollment of 475 for the 2018-19 school year shows an increase in enrollment.

**Graph Four: Ethnic Breakdown**

| <b>2016-17 Ethnic Breakdown</b> |     |
|---------------------------------|-----|
| <b>White</b>                    | 425 |
| <b>Black</b>                    | 1   |
| <b>Hispanic</b>                 | 9   |
| <b>Multi-racial</b>             | 15  |

Thorntown Elementary School is a rural school in Central Indiana. Our student population remains predominantly white. Over the last few years we have noted a slight increase in our Hispanic and Multi-racial populations. It will be important for our school to watch the performance of this group of students.

At the present, there is only limited housing and employment available in our school district. We will address need by adding staff that aids and supports our ESL student population.

**IV. Conclusions about the Educational Programming Derived from an Assessment of the Current Status of Educational Programming**

**A. Curriculum – Indiana Academic Standards**

The Thorntown Elementary School Curriculum has been aligned with the College and Career Ready Indiana Academic Standards (2014). Local, school, and corporation benchmark skills and concepts have also been incorporated to provide students with the most comprehensive curriculum possible. The goal of curriculum leaders, teachers and staff has been to provide students with the necessary academic tools and valuable life skills they will need to become successful citizens in our community and beyond. This goal is being pursued through the following efforts:

- The implementation of the Indiana Academic Standards for English/Language Arts (2014)
- The implementation of the Indiana Academic Standards for Math (2014)
- The implementation of the Indiana Academic Standards for Science and Social Studies.
- Instructional teams have collaborated across grade levels and identified discrepancies between the College and Career Ready Indiana Academic Standards (2014) and current instructional resources. Current practices will be adjusted to better align with current standards.
- The implementation of the Western Boone Elementary Technology Standards.
- Staff Development and professional growth opportunities have been developed to support teachers and staff with the implementation and assessment of current standards.

**B. Instruction that supports the Achievement of Indiana Academic Standards**

Instructional strategies and practices are aligned, adapted, and assessed to provide appropriate, meaningful instruction of the Indiana Academic Standards. Teachers and staff have

been trained in and are implementing such instructional strategies as differentiated instruction, guided reading, Smekens and 6+1 Traits Writing, Shurley Language, Go Math, 90minute uninterrupted reading block and adapted/inclusionary strategies for students with special needs. To assess these instructional practices and student learning, teachers and staff are utilizing a variety of assessments including ISTEP, IRIs, running records, skill checklists, and NWEA MAP. Teachers and staff teach the standards, using all of these instructional strategies and assessments, with the intent of improving student achievement as well as better preparing all students for future ISTEP+ exams. Success period as a 30-minute period scheduled daily for all students, during which students are engaged in personalized learning opportunities. Students receive instruction that either enriches, extends, remediates, reteaches, or fills in learning gaps.

**2017 Vision and Goals for SIP**

**Comprehensive Needs Assessment: Perceived Strengths**

During the 2016-2017 school year, our schoolwide committee conducted a Comprehensive Needs Assessment (CNA). The CNA revealed the following strengths, as indicated by ratings of 90% or higher.

| <b>Perceived Strength</b>  | <b>Source</b>   |
|--|---|
| Bucket Fillers, PRIDE Pass, Shout Outs, Brag Tags – Schoolwide Recognition of Positive Behavior  | Staff Survey; Parent Survey; Committee Contribution                 |
| Classroom Incentive Plans – behavior tracking charts to earn classroom incentives; tickets/bucks | Staff Survey; Parent Survey; Student Survey; Committee Contribution |
| Technology Integration & Tech Instruction for students and staff                                 | Committee Contribution  |
| Rigorous Adopted Curriculum Materials  | Committee Contribution  |
| Emphasis on Small Group Instruction  | Committee Contribution  |
| Testing Formats prepare students for ISTEP   | Committee Contribution  |
| Impact of close reading on student achievement   | Committee Contribution  |
| Safety and Building Security   | Staff Survey; Parent Survey; Student Survey                         |
| Overall climate is conducive to learning.  | Staff Survey  |
| Administration is supportive and responds to concerns in a timely manner.                        | Staff Survey  |
| Administration treats others with respect and is approachable and open to suggestions.           | Staff Survey; Parent Survey   |
| Building is managed efficiently.   | Staff Survey  |
| Parents are supportive of teachers.  | Staff Survey  |
| Staff takes pride in the job, enjoys working at TES, and works together as a team.               | Staff Survey  |
| Parents feel welcome at TES and comfortable contacting teachers.                                 | Parent Survey   |

|  |  |
|--|--|
| Parents are actively involved in their child's learning.     | Staff Survey; Parent Survey                  |
| Teachers care about students and want them to be successful. | Parent Survey; Student Survey                |
| Parents are well informed of student expectations.           | Parent Survey                                |
| Students have friends and teachers who help them.            | Student Survey                               |
| Teachers are effective in their practice.                    | Staff Evaluation Summary (data last 5 years) |

### Comprehensive Needs Assessment: Perceived Needs & Proposed Activities

The Comprehensive Needs Assessment revealed the following areas as needing improvement. The list of proposed activities was developed in collaboration with School Improvement Committee and the staff at Thorntown Elementary School.

| Perceived Need   | Source       | Proposed Activity   | Continue, Revise, Explore, Initiate, or Park It                         |
|--|--------------|---|---|
| Clear and timely communication between office, classroom, and home regarding concerns and responses. | Staff survey | Schoolwide Referral System (consistent format across settings); includes information about response from teacher and administration; copy provided to referring teacher   | Initiate for start of 17-18 school year; Revised by PBIS team for 18-19 |
|  |              | Utilize Harmony documentation by teaching staff   | 2018-19   |
|  |              | Determine communication plan between school and home regarding student concerns; (when to contact, who will contact, how to document contacts)  | Revise by PBIS team for 18-19   |
| Proper conduct and good behavior is taught and reinforced.   | Staff Survey | Consistent behavior plan within each grade level; consistency with follow through   | Initiate for start of 17-18 school year                                 |
|  |              | Teach SW expectations for common areas  | Continue  |
|  |              | Establish alternate "quiet work" spaces; Pilot the use of calming corners (Establish office as place for consequences)  | 2018-19   |
|  |              | Leveled Response System for behavior (Minor/Major Infractions and Responses defined; Code to communicate with administration/support staff without taking away from classroom work (student break vs. discussion vs. removal) | Revised by PBIS team for 18-19  |



|   |               |  |  |
|---|---------------|--|--|
|   |               | Progressive consequences depending on the nature & frequency of offense  | Continue, per Student Handbook   |
|   |               | Review discipline portion of the student handbook annually   | Initiate w/ students & staff, 17-18  |
|   |               | Team building activities for students within each grade level (Culture Building)   | Park It  |
|   |               | Life skill lessons on work ethic and social skills   | PBIS Team will explore   |
|   |               | Monthly or quarterly celebration for students with no office referrals; Student/Staff Member of the Month Recognition                  | Initiate 18-19   |
|   |               | PD on positive behavior and effective discipline; Trauma Informed, ACEs, and Growth Mindset  | 17-18; 18-19   |
|   |               | Student of the Month Display - recognize students who make a positive contribution   | Initiate 18-19   |
|   |               | Increase student engagement  | Continue   |
|   |               | Increase parent involvement with behavior concerns   | Revise w/ leveled plan   |
| Student generally come with the skills to be successful in my grade level. ( <i>Lack independence and stamina</i> ) | Staff Survey  | Vertical collaboration and curriculum mapping (across grade levels)  | Continue, as needed  |
|   |               | Instructional consistencies & pacing (within grade levels)   | Continue & Revise as needed  |
|   |               | Life skill lessons on work ethic and social skills   | Explore  |
| Meetings and professional development are meaningful.   | Staff Survey  | PD that is targeted, repeated, & progressive; Specific outcomes are defined for staff  | Revise – Specific to our SIP goals   |
|   |               | Opportunities for personalized and differentiated PD; Examples: Online PD options; peer coaching and peer visits; New Teacher PD       | Identify priority needs annually; develop a variety of opportunities based on identified needs |
| Teachers have a voice in decision making.   | Staff Survey  | Expand the use of committees/PLC groups to problem solve needs and support changes in practices; Develop RTI and PBIS Leadership Teams | 17-18; ongoing   |
| Teachers have a manageable workload.  | Staff Survey  | Minimize meetings times; Utilize alternate forms of communication and collaboration  | Explore  |
|   |               | Explore PD/Support for efficient planning and record keeping   | Park it; optional PD opportunity   |
| School work is appropriately challenging.   | Parent Survey | Professional Development focused on Differentiation (use of SP action plans)   | 18-19  |
|   |               | Implementation of Success Period   | Initiate   |

|  |                |   |   |
|--|----------------|---|---|
|  |                | Revitalization of the elementary RTI process                                      | Continue 17-18                            |
|  |                | Cluster Group Model to ensure efficient use of support services                   | Initiate 17-18                            |
| Homework is meaningful.                                      | Parent Survey  | Development of Homework Help Sessions   | Initiate 18-19                            |
| Students feel comfortable asking questions or sharing ideas. | Student Survey | Life skill lessons focused on work ethic and social skills                        | Explore 18-19                             |
|  |                | Team building activities within each grade level (Culture Building)               | Rock Painting Collaborative Display 18-19 |
| Most students at school stay out of trouble.                 | Student Survey | Life skill lessons on work ethic and social skills (Student of Month Recognition) | Initiate 18-19                            |
|  |                | Track office discipline referrals and communicate statistics quarterly            | Initiate 17-18                            |

As our improvement committee reflected on the strengths and needs of our building, we have established a schoolwide *Vision for Learning* and *Vision for Behavior*. Goals, to be shared among all stakeholders, have been written toward that vision.

### **Vision of Learning**

With regards to learning...

- Students at Thorntown Elementary School are active, eager learners.
- Teachers provide challenging and engaging learning opportunities that reflect the needs of our students.
- Building administrators support teaching and learning by providing access to professional development.

Growth Goal: Students will achieve typical or high growth as measured by local and state assessments.

### **Vision of Behavior**

With regards to behavior...

- Students at Thorntown Elementary School are good citizens who get along with one another and demonstrate respectful behavior.
- Teachers maintain a positive learning environment by teaching, modeling, and reinforcing expected behavior.
- Building administrators are visible throughout the building, establish clear expectations with consistent reinforcement, and support teachers in creating an environment conducive to learning.

Growth Goal: The average number of *Office Discipline Referrals* will decrease each quarter.

## **ACTION PLAN**

The students, staff, and parents of Thorntown Elementary School currently implement many activities to address our school improvement goals. The table below highlights the efforts we will make in the upcoming school year, as we strive to support all students and achieve our shared vision.

### **School Improvement Efforts for 2017-2018**

| <b>Learning or Behavior</b> | <b>Activity</b>  | <b>Timeline</b>                                | <b>Lead</b>                            |
|-----------------------------|--|--|--|
| B                           | Develop & use SW Office Referrals  | August   | Admin                                  |
| L, B                        | Establish communication expectations between school and home   | September                                      | Schoolwide Committee                   |
| B                           | Implement consistent behavior plan within Grade Levels   | August   | Grade Level Teams                      |
| B                           | Teach SW Procedures/Expectations   | August   | Admin – Convo<br>Teachers –<br>Lessons |
| B                           | Implement response code to alert admin of level of behavior support requested  | August   | Admin                                  |
| B                           | Update and review of Leveled Behavior System in Student Handbook w/ focus on progressive consequences and parental involvement | August; Review w/ staff on 1 <sup>st</sup> day | Admin                                  |
| B                           | Life skill lessons for classrooms (First 20 Days of Culture Building)  | August – Present calendar to Staff             | Counselor                              |
| B                           | Life Skill of the Week - Message for announcements & Hallway display   | August; weekly                                 | Counselor;<br>Student Council          |
| L, B                        | BOY and EOY Vertical Collaboration Mtgs  | August, May                                    | Admin; Gr Lvl Teams                    |
| L                           | Revise/Expand Instructional Consistencies  | August – Plan; Quarterly – Review              | Admin w/ Gr Lvl Teams                  |
| L                           | Publicize calendar for Targeted SW Prof. Dev. (Differentiation, RTI)   | September                                      | Schoolwide Committee                   |
| L                           | Launch optional PD strands through Canvas (PBIS/Classroom Mgmt, Math, Technology, Efficient Planning & Record Keeping)         | October, ongoing                               | Admin, SW Committee                    |
| L, B                        | Quarterly SW Committee Mtgs to review progress toward goals and action steps   | Quarterly                                      | Schoolwide Committee                   |

|   |  |                 |                        |
|---|--|-----------------|------------------------|
| L | Implementation of Success Period and RTI Process | August, Ongoing | RTI Team, SW Committee |
| L | Cluster Model Grouping                           | August          | Admin                  |
| B | Track and publicize office discipline referrals  | Quarterly       | Admin                  |

**C. Assessments of Student Achievement – ILEARN and Other Assessment Strategies**

The standardized achievement testing program used by Thorntown Elementary School includes NWEA/MAP, ILEARN, and IREAD 3. The school places great emphasis on the assessment and measurement of student achievement. In addition to the ILEARN and IREAD standardized assessment, each grade level and classroom teacher collects additional assessment data for the purpose of tracking individual student progress. The identification of student strengths and areas of need is critical in providing appropriate, meaningful instruction. Additional student assessments are given upon completion of curricular units or skill instruction to determine achievement levels for each child. We will continue to investigate assessment tools that enable staff to determine benchmark goals, timelines, and progress monitoring strategies that measure student achievement.

**D. Parental Participation in the School**

Thorntown Elementary is committed to enhancing the relationship with families. The staff welcomes parents and family members into the school community in a variety of ways:

- Parent / Teacher Conferences
- Harmony Student Information System
- Parent Volunteers offer School Supply Kits for sale
- Meet the Teacher Night to allow students and their parents to meet the teacher before school begins in August and to gather information concerning special events, assignment procedures, expectations, and student assessment in their child’s classroom.
- Book Fairs are held in the fall and spring
- Classroom volunteering and field trip chaperones
- Grandparents’ Day
- Parent Literacy Opportunities
- Sporting opportunities, boys and girl’s basketball, girl’s volleyball
- Student Handbooks are given to each family.
- Various performances which include the Christmas Program, Talent Show, and various individual classroom presentations.
- Veteran’s Day Program in the evening for parents and the community
- Science/Art Fair
- School Family Nights
- Field Day

*Communication between parents and the school is maintained through various formats:*

- Bi-weekly Principal’s Newsletter
- Classroom Newsletters
- Voice Mail

- School Messenger (used as needed for appropriate / timely information)
- PTO Newsletters
- School Web-site
- School information notices sent in a timely and meaningful manner
- Student Handbook
- Personal notes, e-mail, and telephone conferencing
- Harmony on-line grades
- Harmony mass e-mails
- School sign located outside building
- Midterms
- Grade Cards

The **Parent Teacher Organization (PTO)** comprised of parents and teaching staff is actively involved in student interests at Thorntown Elementary. This organization provides sponsors and funding for multiple activities and various supplies needed throughout the year. Meetings are held throughout the school year and are publicized to all parents and teachers.

Thorntown Elementary School believes that parental involvement is essential in a child's education. Ongoing and continuous plans to increase parental participation in the school community, with the goal of heightening student achievement are included in our School Action Plan.

#### **E. Technology as a Learning Tool**

The current technology plan includes a major effort in staff development. There is a Technology Coordinator and three Technology Assistants within the corporation who are available to go out and work with teachers and staff. One Technology Assistant stays at each elementary school and one Technology Assistant is located at the Jr. /Sr. High School and is on call as needed. We also have a Media Assistant who provides technology instruction during our specials rotation. Within the building, Thorntown Elementary has two computer labs with 30 computers each, a Smart Board and LCD projector, as well as two or more computers in every classroom, one digital cameras, document camera, Smart, two sets of Smart Response- Interactive Response Systems, scanners, one digital camcorder, and 30 laptop computers in the Media Center. Students in grades 3-6 have 1-1 laptop computers assigned to them.

Here are examples of specific preparation and use:

- Technology class every 3<sup>rd</sup> day in Specials rotation
- Each classroom attends the computer lab or uses netbooks at least once a week and can schedule additional time if needed
- School website maintained and updated weekly.
- Wireless Internet access available to teachers and students.
- Morning Announcements
- MediaCast is a dynamic collection of media resources.
- SmartBoards
- Publisher provided software
- Classroom amplification systems
- Grade level meeting with Technology Professional Development - 1 per month
- Electronic newsletter

- Real time grade reporting is available to families via Harmony Family Access.

**Software designed to provide learning options for the classroom teacher, while incorporating technology:**

- NWEA/MAP TESTING-The online assessment measures skills in math and reading in grades K-6. It provides online reports after scores have been finalized.
- Accelerated Reader- program designed to test student reading comprehension level, grades K-6.
- Microsoft Word- word processing software
- Microsoft Publisher- creative program used to create cards, newsletters, etc.
- Microsoft PowerPoint- program used to create slide shows-great tool for student and teacher presentations
- Microsoft Excel- a spreadsheet program used to manage data and generate graphs.
- Trudy- program that provides eye/hand coordination through use of mouse; practice in concept of time using both analog and digital clock faces; practice in calendar year and the changing seasons; completing and/ or designing a pattern of roads, railways, waterways, towns and cities; practice of direction
- Essential Skills- program used to develop and reinforce phonemic awareness skills.
- Quaver – programs provide a comprehensive introduction to music fundamentals.
- Destiny- Destiny Library Manager helps your library work more efficiently. Seamlessly integrate circulation, cataloging, searching, reporting and library management functions on a single platform.
- Type to Learn 4- Teaches students how to type through engaging lessons, activities, and typing games.
- Canvas - All grades
- Impero - Program is used in the computer lab by Technology Assistant. It is software designed to allow the instructor to monitor student computers, lock the workstations, and deliver instruction.

**Software titles and subscription titles designed to reinforce classroom learning in the areas of language arts, math, reading, science, health, and social studies:**

**Language Arts/Reading**

*Accelerated Reader*

*Essential Skills*

*Trudy's Time and Place*

*Microsoft Word*

*Microsoft PowerPoint*

*Microsoft Publisher*

*Pearson Realize*

*Spelling City*

*Quizizz*

### **Math**

*Trudy's Time and Place*  
*Microsoft Excel*  
*Xtra Math*  
*That Quiz*

### **Social Studies**

*Trudy's Time and Place (K-students can see famous places on the globe)*  
*Pearson Realize*  
*Sheppards Software*

### **Internet Links Used**

*Grolier Online*  
*Reading A-Z*  
*BrainPop*  
*BrainPop Jr.*  
*Xtra Math*  
*Canvas*  
*GoMath*  
*PBS online*  
*Multiple Free Internet Resources*

### **Science/ Health**

*National Geographic*

## **F. Safe and Disciplined Learning Environment**

Providing a safe and disciplined learning environment for students is our first and foremost priority. Recent world, national and local events have caused all schools to seek and search out policies, practices and plans that will ensure safety at school. Thorntown Elementary School has been actively involved in this ongoing process. We promote and practice safety on a regular basis. We provide and maintain a safe learning environment. We are proactive in our approach to safety. We prefer avoiding an issue rather than having to react to a situation. We do realize that no matter how thorough we are, there will always be the possibility of harm to our students. With that in mind, we have the following criteria in place to meet situations that might occur. During the 2011-12 school year the district provided each classroom with an Emergency Management Guide flipchart.

Our corporation updates corporation safety guidelines for all staff members, called the Western Boone County Community School Corporation Emergency Management Guide. The table of contents includes the following safety items:

- Emergency Numbers
- Lockdown Procedures
- Evacuation Procedures
- Intruder/Trespassing
- Death on School Site
- Severe Weather
- Guns/Weapons on School Property

- Utility Emergency
- Violence in the Workplace
- When Trauma or Loss Occurs
- Earthquake
- Unauthorized Removal/ Missing/ Abducted Person
- Bomb Threat Checklist/ Bomb Threat Procedures

Each staff member has been given a copy of this flipchart with the understanding that it be visible and readily accessible (preferably near the phone). Each staff member has been directed to take the flipchart and red bags with them when there is an emergency. Our Superintendent has been designated as our corporation safety officer.

In addition to these guidelines, the following equipment and practices are in place at Thorntown Elementary School:

- School wide behavioral procedures (PBIS), each teacher has been provided with a handbook of procedures.
- Dedicated School Resource Officer
- Access to building is limited to main entrance during school hours. The limited access is through our office due to renovation to the office during the summer of 2016.
- All buses are equipped with two-way radios.
- Each teacher has a two-way walkie-talkie for communication.
- Each teacher has a red safety bag with minimal supplies.
- Each year student handbooks are reviewed and distributed.
- Monthly safety drills are practiced and recorded.
- During ALICE drills if sheltered in place- Don't crouch down, have something in hand to throw
- Parents have been surveyed for safety concerns.
- Parent and staff newsletters request/remind parents and staff to notify the school of safety issues.
- Standardized disciplinary forms are available for school and bus conduct in Harmony.
- The building principal has a cell phone.
- The DARE Officer teaches the DARE curriculum for grades one to six.
- Crossing Guard each morning and afternoon.
- Secure Entrances
- Two weather alert radios are stationed throughout the building.
- Implementation of the SafeVistor check in system in January 2018
- Safe school committees in place at corporation and school level.
- School Messenger allows the Corporation to notify parents of delays, closings, emergencies and general information via telephone, cell phone and e-mail.
- Limited Criminal History checks are performed prior to parent involvement.

## G. PROFESSIONAL DEVELOPMENT

The 2014-2015 ISTEP+ data revealed a drop in our achievement rates from previous years. The 2015/16 and 2016/17 ISTEP+ data reveals a need to continue our efforts toward higher student



growth and achievement. We have revamped our RTI process and adopted NWEA/MAP. This assessment tool will help us better identify instructional needs, as well as monitor progress towards adequate growth. Professional development will focus on RTI and PBIS, as we seek to create a culture of learning and growth across our school for students performing at all levels of achievement.

**Activities to Address Student Learning:** Teacher and administrators will participate in regularly scheduled discussions to analyze student data. Student progress will be monitored to identify overall trends and individual student needs. Differentiated instructional strategies will be implemented. Our school's RTI framework will support teachers of struggling students through consultation meetings, team meetings, and data monitoring.

**Strategies to Address Student Learning:** Teachers and staff are supported in developing and implementing instructional and behavioral strategies to meet the various needs of students. Grade level discussions focus on standards-based instruction that meets the needs of all learners. Differentiated instruction and inclusionary strategies for students with special learning needs will also remain a part of all staff planning. Monthly meetings have been conducted by resource staff to discuss academic needs and concerns with classroom teachers, and inclusionary strategies and accommodations are being developed and implemented to aid students with specific and/or unique learning needs. A preschool program has been implemented to provide students with earlier opportunities for reading and language skill development. A reading team was established to continue development of a K-6 Reading Plan as required by the IDOE. Continued discussion will occur about content and effective instruction during the 90 minutes uninterrupted literacy block provided at all grade levels.

**Programs and Services:** Teachers and staff continue to implement components of Guided Reading, Balanced Literacy, and 6+1 Traits of Writing. Flexible leveled literacy grouping is incorporated into guided reading at all levels. Small group instruction is also part of the daily math block. We have also initiated professional development focused on the new ILEARN assessment, Growth Mindset, and Trauma Informed Schools.

**Assessment:** Teachers and staff have been trained in various assessments to determine student growth and achievement. These assessments are used to determine appropriate instructional levels for students in math and reading. Formative and summative assessments are used to determine appropriate instructional levels, track student achievement, and assess standards acquisition. Assessments used to gather data include: ISTEP+, NWEA/MAP (reading and math), Fountas & Pinnell Benchmark Assessments, and running records.

In addition to the specific programs listed above, Thorntown staff members have access to an extensive professional reading materials library. Outside professional development of staff members is documented by Requests to be Absent forms in which individual staff members request leave to visit other schools or workshops. In-house peer development is encouraged and supported by covering classrooms for peer observations and collaboration.

**V. Student Achievement Objectives/Goals**

**A. Attendance Rate Goals and Objectives**

**Graph Five- Attendance**

**THORNTOWN ELEMENTARY ATTENDANCE RATE**

| Year    | Attendance Rate<br>State Average<br>(Public and Nonpublic) | Attendance Rate<br>0537 |
|---------|--|-------------------------|
| 2016-17 | 95.7   | <u>96.2%</u>            |
| 2015-16 | 95.8   | <u>96.6%</u>            |
| 2014-15 | 95.8   | <u>96.5%</u>            |
| 2013-14 | 96.1   | <u>96.6%</u>            |
| 2012-13 | 95.9   | <u>96.8%</u>            |
| 2011-12 | 96.1   | <u>97.2%</u>            |
| 2010-11 | 95.9   | <u>96.4%</u>            |
| 2009-10 | 95.9%  | <u>95.9%</u>            |
| 2008-09 | 96.1%  | <u>96.8%</u>            |
| 2007-08 | 95.9%  | <u>96.2%</u>            |
| 2006-07 | 95.8%  | <u>96.8%</u>            |
| 2005-06 | 96.0%  | <u>97.0%</u>            |
| 2004-05 | 95.9%  | <u>96.4%</u>            |
| 2003-04 | 95.9%  | <u>96.8%</u>            |

|                              | 05   | 06   | 07   | 08   | 09   | 10   | 11   | 12   | 13   | 14   | 15   | 16   | 17   |
|------------------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| STATE AVERAGE                | 95.9 | 96.0 | 95.8 | 95.9 | 95.9 | 95.9 | 95.9 | 96.1 | 95.9 | 96.1 | 95.8 | 95.8 | 95.7 |
| THORNTOWN                    | 96.4 | 97.0 | 96.8 | 96.2 | 96.8 | 95.9 | 96.4 | 97.2 | 96.8 | 96.6 | 96.5 | 96.6 | 96.2 |
| Comparison to state<br>aver. | +5   | +1.0 | +1.0 | +3   | +5   | +0   | +5   | +1.1 | +9   | +5   | +7   | +8   | +5   |

**Goals:** Our goal is to exceed the state attendance average.

**Objectives:**

1. Maintain daily attendance reports in each classroom and in the main office.
2. Call parents of absent children unaccounted for to verify / determine reason for absence.
3. Continue to acknowledge perfect attendance monthly and at end of the year.
4. Students exceeding the number of acceptable undocumented absences will be referred to local agencies as noted in the board approved corporation attendance policy
5. Attendance Contract.

**Graph Six-ISTEP Test Performance**

**B. Percentage of Students Meeting ISTEP Standards**  
**ISTEP Test Performance**

| <b>Year</b>      | <b>Grade</b> | <b>Pupils Tested</b> | <b>Percent Passing Both English/LA and Math</b> |
|------------------|--------------|----------------------|---|
| 2005-06          | 3            | 46                   | 74%   |
| 2005-06          | 4            | 66                   | 77%   |
| 2005-06          | 5            | 59                   | 76%   |
| 2005-06          | 6            | 71                   | 80%   |
| 2006-07          | 3            | 74                   | 72%   |
| 2006-07          | 4            | 50                   | 84%   |
| 2006-07          | 5            | 69                   | 72%   |
| 2006-07          | 6            | 55                   | 84%   |
| 2007-08          | 3            | 60                   | 58%   |
| 2007-08          | 4            | 73                   | 75%   |
| 2007-08          | 5            | 48                   | 81%   |
| 2007-08          | 6            | 72                   | 81%   |
| 2008-09 (FALL)   | 3            | 58                   | 76%   |
| 2008-09 (FALL)   | 4            | 55                   | 51%   |
| 2008-09 (FALL)   | 5            | 79                   | 71%   |
| 2008-09 (FALL)   | 6            | 54                   | 91%   |
| 2008-09 (SPRING) | 3            | 62                   | 76%   |
| 2008-09 (SPRING) | 4            | 56                   | 61%   |
| 2008-09 (SPRING) | 5            | 74                   | 76%   |
| 2008-09 (SPRING) | 6            | 52                   | 88%   |
| 2009-10          | 3            | 53                   | 76%   |
| 2009-10          | 4            | 63                   | 81%   |
| 2009-10          | 5            | 58                   | 60%   |
| 2009-10          | 6            | 72                   | 74%   |
| 2010-11          | 3            | 48                   | 64%   |
| 2010-11          | 4            | 56                   | 82%   |
| 2010-11          | 5            | 61                   | 80%   |
| 2010-11          | 6            | 53                   | 72%   |
| 2011-12          | 3            | 66                   | 74.2%   |
| 2011-12          | 4            | 44                   | 81.8%   |
| 2011-12          | 5            | 57                   | 78.9%   |
| 2011-12          | 6            | 65                   | 78.5%   |
| 2012-13          | 3            | 61                   | 83.6%   |
| 2012-13          | 4            | 68                   | 73.5%   |
| 2012-13          | 5            | 46                   | 76.1%   |
| 2012-13          | 6            | 54                   | 88.9%   |
| 2013-14          | 3            | 44                   | 77.3%   |

|         |   |    |       |
|---------|---|----|-------|
| 2013-14 | 4 | 61 | 85.2% |
| 2013-14 | 5 | 65 | 83.1% |
| 2013-14 | 6 | 43 | 83.7% |
| 2014-15 | 3 | 54 | 61.8% |
| 2014-15 | 4 | 50 | 62.5% |
| 2014-15 | 5 | 60 | 64.4% |
| 2014-15 | 6 | 67 | 50.0% |
| 2015-16 | 3 | 58 | 73.6% |
| 2015-16 | 4 | 56 | 60.4% |
| 2015-16 | 5 | 49 | 59.6% |
| 2015-16 | 6 | 61 | 56.5% |
| 2016-17 | 3 | 74 | 56.8% |
| 2016-17 | 4 | 59 | 65.5% |
| 2016-17 | 5 | 48 | 53.0% |
| 2016-17 | 6 | 47 | 64.0% |
| 2017-18 | 3 | 59 | 71.0% |
| 2017-18 | 4 | 74 | 60.0% |
| 2017-18 | 5 | 61 | 69.0% |
| 2017-18 | 6 | 53 | 51.0% |

As a school, our percent passing ISTEP+ was 62.6%, an increase from 59.5% in 2017. This can be compared to our district average of 58.4% and the state average of 50.7%. As we look at each grade level we note that the passing rate decreased in grades 4 and 6. We will evaluate our instruction at those grade levels.

### Graph Seven-ISTEP Scores

#### DISTRICT ISTEP SCORES VS. THORNTOWN ELEMENTARY SCORES

| Grade 3                   | 2011      | 2012     | 2013     | 2014     | 2015      | 2016      | 2017      | 2018     |
|---------------------------|-----------|----------|----------|----------|-----------|-----------|-----------|----------|
| <b>District/Thorntown</b> |           |          |          |          |           |           |           |          |
| Language Arts             | 83/77 -6  | 85/82 -3 | 93/89 +4 | 80/80 +0 | 70/73 +3  | 68/77 +9  | 81/72 -9  | 73/76 +3 |
| Math                      | 82/71 -11 | 80/83 +3 | 84/83 +1 | 89/86 +3 | 56/62 +6  | 58/83 +25 | 73/63 -10 | 71/78 +7 |
| Passed Both               | 75/64 -11 | 75/74 -1 | 84/80 +4 | 77/75 +2 | 52/62 +10 | 51/74 +23 | 67/56 -11 | 63/71 +8 |
| <b>Grade 4</b>            |           |          |          |          |           |           |           |          |
| <b>District/Thorntown</b> |           |          |          |          |           |           |           |          |
| Language Arts             | 85/86 +1  | 88/84 -4 | 79/84 -5 | 93/92 +1 | 93/92 +1  | 68/68 +0  | 74/82 +8  | 73/68 -5 |
| Math                      | 88/86 -2  | 89/89 +0 | 88/91 -3 | 88/88 +0 | 67/65 -2  | 58/67 +9  | 62/71 +9  | 76/72 -4 |
| Passed Both               | 82/82 +0  | 84/82 -2 | 74/79 -5 | 85/84 +1 | 62/63 +1  | 51/60 +9  | 57/65 +8  | 65/60 -5 |
| <b>Grade 5</b>            |           |          |          |          |           |           |           |          |

|                           |          |          |           |          |          |           |           |          |
|---------------------------|----------|----------|-----------|----------|----------|-----------|-----------|----------|
| <b>District/Thorntown</b> |          |          |           |          |          |           |           |          |
| Language Arts             | 83/82 -1 | 86/86 +0 | 78/87 -9  | 86/85 +1 | 77/80 +3 | 68/64 -4  | 62/67 +5  | 71/72 +1 |
| Math                      | 92/92 +0 | 90/84 -6 | 89/94 -5  | 92/95 -3 | 69/71 +2 | 58/68 +10 | 67/53 -14 | 80/87 +7 |
| Passed Both               | 83/80 -3 | 81/79 -2 | 76/86 -10 | 83/84 -1 | 62/64 +2 | 51/60 +9  | 53/53 +0  | 65/69 +4 |
| <b>Grade 6</b>            |          |          |           |          |          |           |           |          |
| <b>District/Thorntown</b> |          |          |           |          |          |           |           |          |
| Language Arts             | 76/78 +2 | 76/78 +2 | 91/90 +1  | 86/90 -4 | 62/56 -6 | 68/73 +5  | 74/70 -4  | 68/68 +0 |
| Math                      | 78/74 -4 | 78/74 -4 | 96/94 +2  | 93/95 -2 | 69/71 +2 | 58/69 +11 | 43/68 +25 | 59/57 -2 |
| Passed Both               | 70/72 +2 | 70/72 +2 | 89/87 +2  | 84/89 -5 | 54/50 -4 | 51/57 +6  | 39/64 +25 | 52/51 -1 |

**Brief Narrative of Chart Above:**

The chart represents the districts averages for English/ Language Arts and Math. In 2018, we were below the district average in all areas in grade 4 as well as 6<sup>th</sup> grade math and percent passing both parts. All data identifies a need to implement English/Language Arts and Math goals to increase our passing rates.

**English/Language Arts Shared Goals:**

- 1) To maintain or exceed the State and District average performance rate in English/Language Arts for each grade tested by ILEARN.
- 2) To demonstrate a 2% increase in passing rate at all grade levels in English/Language Arts.
- 3) Achieve typical or high growth as shown by Indiana Growth Model data.
- 4) To achieve a 90% passing rate on IREAD 3

**English/Language Arts Objectives:**

- 1) Utilize assessment tools, such as IRI's, ILEARN, I-READ3, NWEA/MAP, AR, and Running Records to determine current reading strengths and weaknesses
2. Use flexible, leveled reading groups, focusing instruction and assessment on the five components of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension). Effective implementation of the 90-minute reading block. Implementation of success period.

**Math Goals:**

- 1) To maintain or exceed the State and District average performance rate in Math for each grade tested by ILEARN.
- 2) To demonstrate an 2% increase in passing rates at all grade levels in math.
- 3) Achieve typical or high growth as shown by Indiana Growth Model data.

**Math Objectives:**

1. Utilize assessment tools such as NWEA/MAP, ILEARN, and curriculum-based assessments to determine strengths and weaknesses.
2. Teachers will have provided differentiated instruction in math based upon data gathered by the assessment tools listed above.

**VI. Area where Improvement is needed immediately:**

Our 2017-2018 data shows a decrease in scores at grades 4 and 6.

**VII. Benchmarks for Progress**

Thorntown Elementary School would expect that its students would achieve an 80% passing rate for students in English/Language Arts and math.

**VIII. Proposed Interventions Based on School Improvement**

**See SCHOOL IMPROVEMENT ACTION PLAN**

**A. BRIEF NARRATIVE OF INTERVENTIONS:**

- 1) Students will receive differentiated instruction in reading and math and be placed in leveled groups for reading during the 30-minute success period.
- 2) Professional development training focused on using data to drive instructional practices with all students.
- 3) Effective implementation of 90-minute reading block.
- 4) Literacy Groups
- 5) Periodic parent involvement opportunities will be set up for parents.
- 6) Identification of students “at risk” in language arts and math will be tracked using the following assessment data: ILEARN, NWEA/MAP, Free / Reduced Lunch List, gender information.
- 8) Test taking skills will be taught to ensure that teachers and students become familiar with the ILEARN test format and style.

**B. INTERVENTIONS TO BE MADE PENDING AVAILABILITY OF FUNDS:**

- Providing instructional resources and support materials in math and language arts
- Teacher in-service training in literacy/math skill development, assessment tools, writing strategies, inclusion, and data analysis, implementation of 90-minute reading block as well as small group instruction.
- Professional Development workshops related to data driven instruction.
- Maintaining current number of support personnel, including Title I support staff, two full time Special Education/Resource teachers, and Special Education support staff.

**IX. Professional Development Coordinated with Proposed Interventions that supports Sustainable School Improvement Efforts**

- Targeted professional development for teachers continues to be the key for the planned intervention. PL 221 / NCLB Act requires instruction that targets the academic skill and performance levels of students, tailoring instruction to those skills and performance levels, and using assessment tools that focus on diagnosis and consistent monitoring of student progress. Preparation programs and professional development training will continue to be ongoing over the course of next year. We will continue to focus professional development on literacy and math instruction and assessment. Through professional development opportunities, teachers will learn effective techniques in English/language arts and math,

discuss the various techniques with colleagues, and plan implementation of these techniques. Student progress and success are contingent upon having well trained teachers. This plan provides support to the teachers at Thorntown Elementary to assist them in helping students accomplish the goals presented in this plan.

- Assessment data will be carefully analyzed and tracked so that teachers can focus on formative evaluation. The focus will be on diagnostic assessment of language arts and math.

**A. Cultural Competency Definition:**

Cultural competency is the effective integration of knowledge about student’s backgrounds into instructional planning and strategies, resulting in learning curricular concepts at high levels.

The following tables illustrate the cultural and social diversity of the Thorntown Elementary School attendance area. Thorntown Elementary is in a small town with a large rural area around the school located in central Indiana.

**Graph Eight- Performance Data**

**Socio–Economical/Ethnic Breakdown**

| Year    | Paid Lunch | Reduced Lunch | Free Lunch |
|---------|------------|---------------|------------|
| 2017-18 | 61.1%      | 7.3%          | 31.6%      |
| 2016-17 | 61.4%      | 8.9%          | 29.6%      |
| 2015-16 | 58.8%      | 6.6%          | 34.6%      |
| 2014-15 | 56.4%      | 9.2%          | 34.4%      |
| 2013-14 | 55.4%      | 7.8%          | 36.8%      |
| 2012-13 | 58.4%      | 8.0%          | 33.6%      |
| 2011-12 | 60.2%      | 5.5%          | 34.3%      |
| 2010-11 | 60.9%      | 7.3%          | 31.6%      |
| 2009-10 | 59.1%      | 12.5%         | 28.4%      |
| 2008-09 | 63.5%      | 10.7%         | 25.7%      |
| 2007-08 | 70.5%      | 7.7%          | 21.8%      |
| 2006-07 | 70.4%      | 11.6%         | 18.0%      |
| 2005-06 | 75.1%      | 7.9%          | 17.0%      |
| 2004-05 | 74.9%      | 6.0%          | 19.1%      |

| Year    | Native Am. | Black  | Asian  | Hispanic | White     | Muti-Racial | Native Hawaiian |
|---------|------------|--------|--------|----------|-----------|-------------|-----------------|
| 2017-18 | 0 0.0%     | 1 0.2% | 0 0.0% | 9 2.0    | 425 94.4% | 15 3.3%     | 0 0.0%          |
| 2016-17 | 0 0.0%     | 1 0.2% | 0 0.0% | 8 1.9%   | 405 95.3% | 11 2.6%     | 0 0.0%          |
| 2015-16 | 0 0.0%     | 1 0.2% | 1 0.2% | 7 1.6%   | 426 95.2% | 12 2.7%     | 0 0.0%          |
| 2014-15 | 0 0.0%     | 2 0.5% | 1 0.2% | 8 1.7%   | 409 94.4% | 12 2.8%     | 1 0.2%          |
| 2013-14 | 1 0.2%     | 0 0.0% | 2 0.5% | 8 1.9%   | 403 95.0% | 10 2.4%     |                 |
| 2012-13 | 1 0.2%     | 0 0.0% | 3 0.7% | 13 3.1%  | 397 93.9% | 9 2.1%      |                 |
| 2011-12 | 1 0.2%     | 0 0.0% | 2 0.5% | 17 4.0%  | 389 92.6% | 10 2.4%     |                 |
| 2010-11 | 1 0.2%     | 2 0.5% | 0 0.0% | 19 4.7%  | 379 93.1% | 5 1.2%      |                 |

|         |         |        |        |          |           |          |
|---------|---------|--------|--------|----------|-----------|----------|
| 2009-10 | 0, 0.0% | 0,0.0% | 1,0.2% | 9, 2.0%  | 431,94.3% | 16, 3.5% |
| 2008-09 | 0, 0.0% | 0,0.0% | 2,0.4% | 11, 2.5% | 422,94.4% | 12, 2.7% |
| 2007-08 | 1, 0.2% | 0,0.0% | 2,0.5% | 9, 2.0%  | 425,95.7% | 7, 1.6%  |
| 2006-07 | 0, 0.0% | 0,0.0% | 1,0.2% | 8, 1.8%  | 437,95.8% | 10, 2.2% |
| 2005-06 | 0, 0.0% | 1,0.2% | 1,0.2% | 8, 1.8%  | 437,96.5% | 6, 1.3%  |
| 2004-05 | 1, 0.2% | 0,0.0% | 1,0.2% | 7, 1.6%  | 425,97.7% | 1, 0.2%  |
| 2003-04 | 0, 0.0% | 0,0.0% | 1,0.2% | 5, 1.1%  | 456,98.5% | 1, 0.2%  |

Staff meetings will be held where the focus will be on awareness of the cultural diversity of the school district attendance area will be discussed. **SES and free and reduced lunch information and its impact on the classroom and cultural connections will be shared with the staff.**

- Currently an ESL teacher is available to work with classroom teachers to integrate ESL students into the general education student body and to develop an appreciation of diversity by all students.
- Continue to implement multi-cultural thematic units across the curriculum (Science, History, Language, Math, PE, music art, foods) Cultural appropriate activities will be incorporated into the school curriculum that will increase student and staff awareness of cultural diversity.
- Continue recognizing and celebrating cultural holidays and events of the cultures represented at Thorntown.
- Continue to bring in guest speaker(s) to speak to staff and students about discrimination, racism and/or diversity.
- Continue to participate in events like World Tours that celebrate multi-cultural diversity.
- Continual awareness of cultural barriers such as race, socio-economical, religion, etc.

#### **X. Statutes and Rules to be Waived**

None

#### **XI. Time Line for Improvement, Review and Revision**



- The performance and achievement of students will be reviewed annually by the principal, School Improvement Team, teachers, and other stakeholders at Thorntown Elementary School.
- School Administrators will review ILEARN, IREAD, NWEA/MAP and IRI scores as they become available. This review will be shared with the appropriate classroom teachers and support personnel.
- The review process will include data provided by the Indiana Department of Education, ILEARN data, results of local assessments, and other broad indicators of student achievement.

**Bibliography of Books Used for Teacher Resources:**

**Culham, Ruth. 6 +1 Traits of Writing. New York: Scholastic Professional Books. 1995.**

**Spandel, Vicki, ed. Books, Lessons, Ideas for Teaching the Six Traits. Wilmington, MA: Great Source Education Group. 2001.**

**Reaching Up Student Evaluation. Crystal Lake, ILL: Rigby. 2000**

**Reading Readiness. Bellaire, TX: Neuhaus Education Center. 2002.**

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**Blevins, Wiley. Phonics From A to Z. New York: Scholastic Professional Books. 1998.**

**Spandel, Vicki. Creating Young Writers: Using the Six Traits of Enrich Writing Process in Primary Classrooms. Boston: Pearson. 2004**

**Fitzpatrick, Jo. Phonemic Awareness: Playing With Sounds to Strengthen Beginning Reading Skills. Cypress, CA: Creative Teaching Press. 1997**

**Scott, Victoria Groves. Phonemic Awareness: Ready to Use Lessons, Activities, and Games. Peytral Publications, Inc. 2005**

**Hammeken. Inclusion: 450 Strategies For Success. Peytral Publications, Inc. 2000**

**Moore. Inclusion: Strategies For Working With Young Children. Peytral Publications, Inc. 2003**

**Drapeau, Patti. Great Teaching With Graphic Organizers. Scholastic. 1998**

**Jacobson/Raymer. The Big Book Of Reproducible Graphic Organizers. Scholastic. 1999**

**Witherell/McMackin. Teaching Writing Through Differentiated Instruction With Leveled Graphic Organizers. Scholastic. 2005**

**Witherell/McMackin. Graphic Organizers And Activities For Differentiated Instruction In Reading. 2002**

**Silver, Rhonda Graff. First Graphic Organizers: Reading. Scholastic. 2003**

**SCHOOL IMPROVEMENT ACTION PLAN 2018-2019**

School Name: Thorntown Elementary

**Goal: ALL STUDENTS WILL SHOW IMPROVEMENT IN READING, LANGUAGE ARTS AND MATH TO MEET OR EXCEED REQUIREMENTS ESTABLISHED BY THE STATE OF INDIANA.**

| Support Data Standardized Assessment:   |  | Support Data Local Assessment: |   |  |   |
|---|--|--------------------------------|---|--|---|
| Current State   | Desired State  | Person(s) Accountable          | Timeline Beg - End  | Resources                                      | Staff Development Activities  |
| <p><b>Support Data Standardized Assessment:</b></p> <p>ISTEP: 3rd gr. = E/LA = 76%, M = 78%; 4th =E/LA = 68%, M=72%</p> <p>5th gr. = E/LA = 72%, M = 87%</p> <p>6th gr. =E/LA = 68%, Math = 57%</p> <p>IREAD3 : 95% of 3rd grade students met the spring benchmark established by the state.</p> <p>Preliminary results indicate that Thorntown Elementary received a school wide "B" grade from the DOE based on the 2017-18 data.</p>   | <p>Students in grades 3-6 will meet or exceed the state average passing rate in all areas tested as well as achieving a increase of 2% passing rate in all areas. Students will achieve typical or high growth as shown by the Indiana Growth Model data.</p> <p>Earn a school wide "A" grade and have 90% passing rate on 3rd grade IREAD.</p> <p>Meet any other requirements established by the DOE.</p> |                                |   |  |   |
| <p><b>Strategies to achieve the desired state:</b></p> <p><b>Student Involvement in Plan</b></p> <p>Students will be assessed three times annually in literacy and math using local assessments. (Gr. K-6).</p> <p>Students will receive differentiated instruction in the areas of literacy and math as determined by benchmarking data.</p> <p>Students will participate in a 90 minute reading block.</p> <p>Students in grades 1-6 will participate in daily success period with focus on individualized learning goals.</p> <p><b>Staff Involvement in Plan:</b></p> <p>Staff will utilize the following assessment tools: NWEA/MAP LEARN, IREAD as well as any additional local assessments.</p> <p>Students participating in an RTI plan will be monitored every 2 weeks with intervention plans reviewed on 8 week cycles</p> <p>Staff will participate in training on math/literacy instruction, implementation of 0 minute reading block, response to intervention, and assessment data analysis</p> <p><b>Parental Involvement in Plan:</b></p> <p>Parents will be offered parent/family involvement activities and parent/teacher conf.</p> <p>PTO will support students, teachers, and parents with resources.</p> <p>Parents will be offered classroom newsletters</p> <p>Parents will have access to Harmony to review up to date grade status</p> |  | <p>Adm. / Tch., Title I</p>    | <p>Sept., Dec., May</p> <p>Aug.-May</p> <p>Aug.-May</p> <p>Aug.-May</p> | <p>NWEA/MAP</p> <p>Title I Resource Tchls.</p> | <p>Grade level mtgs.</p> <p>IIEP meetings</p> <p>Staff In-Service</p> |
|   |  | Adm./Tchls.                    | Aug.-May  | STAR, ILEARN, NWEA/MAP                         | Gr. Lev. mtgs.  |
|   |  | Title I                        | Aug.-May  | Local Assessments                              | Staff mtgs.   |
|   |  |                                | Aug.-May  | Resource Tchls.                                | Staff In-Services   |
|   |  | Adm./Tchls./PTO                | Aug.-May  | Adm., Tchls., Title I                          |   |
|   |  | PTO/Tech.Staff                 | Aug.-May  |  |   |
|   |  |                                | Aug.-May  |  |   |